



MPPS Pupil Premium Strategy Statement 2020-2023

MPPS Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Mount Pleasant Primary School
Number of pupils in school	636
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2020-2023
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	MPPS governing body
Pupil premium lead	N Nazir

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£256,895
Recovery premium funding allocation this academic year	£26,533
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF.

Common barriers to learning for disadvantaged children can be, less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Key Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, and that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that this is not limited to only pupils in receipt of free school meals. 90% of our families are in the 10% worst IMD banding; therefore, our funding will reflect all socially disadvantaged families.

Ultimate Objectives

- Narrow the attainment gap between pupil premium and their school peer, as well as other pupils nationally.
- For all pupil premium pupils in school to exceed nationally expected progress rates in order to reach age related expectations at the end of Year 6 and thus achieve GCSEs in English and Maths.
- Raise the in-school attainment of both pupil premium pupils and their peers so that it is in line and above national averages, including at greater depth.
- Pupil premium pupils are able to manage their own SEMH needs.
- Pupil premium families are able to support their children and aspirations are raised for everyone, thus breaking the cycle of disadvantage.

Achieving these objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- High aspirations for all.
- A high-quality curriculum which ensures children are provided with basic literacy and numeracy skills, as well as a broad balanced curriculum, which challenges children to achieve their very best in all subjects.
- High quality teaching for all – continued professional development for all staff
- Ensuring more able pupil premium children continue to make progress and meet their end of year targets.
- Using data effectively - identifying gaps and checking if anyone is making slow progress and providing solutions.
- Using interventions which have worked for the school, and through regular monitoring and reviews continue to identify successful interventions.
- All support staff involved in weekly planning- this provides regular professional development, and everyone is homed into the planning and data for groups of children.
- Early intervention – pre-nursery groups, home visits, access to external agencies.
- Reduced costs for visits, book bags and study guides so that all pupils can have full access and be fully equipped for learning.
- Free breakfast for all pupil premium and other socially disadvantaged families, so that no child starts school hungry, and thus are ready to learn.
- Lowest 20% of children have daily 1-1 reading to ensure they are able to decode and are able to comprehend.
- Offer after school clubs so that children are able to experience wider activities, thus enhancing their experiences.
- To ensure every child is able to play a musical instrument.
- All staff trained in providing a safe and nurturing learning environment and ensuring effective SEMH strategies are in place.
- ELSA sessions for any pupil needing additional SEMH support.
- A focus on children's mental well-being, so that all children are able to better manage their emotions.
- Continue to develop the school grounds so that ALL pupils have access to exceptional facilities, such as gardening, climbing frames, holodeck room.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Communication and language skills are low on entry to Nursery and School, impacting negatively on both academic as well as other areas of learning.
2	Low attainment on entry to Nursery.
3	Parenting skills and limited support at home, including non-English speaking families, alongside a limited range of experiential learning impacting upon children's skills, in particular Reading and Writing.
4	High levels of need relating to a range of social, emotional and educational factors.
5	Attendance and punctuality issues.

Intended outcomes (2020-23)

This explains the outcomes we are aiming for **by the end of our current 3-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress in Reading	Achieve above national average progress scores in KS2 Reading (1+)
Progress in Writing	Achieve above national average progress scores in KS2 Writing (1+)
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths (1+)
Phonics	Achieve above national average expected standard in Phonics Screening Check
Other	Ensure attendance of disadvantaged pupils is above 95%

Intended outcomes (for 2021-22)

Intended outcome	Success criteria
Phonics attainment	Attainment for pupil premium children in phonics is in line with their peers.
Accelerated progress in all core subjects.	Gap is narrowed for pupil premium children working just below age related expectations in Reading, Writing and Maths, across the school, so they are working at ARE.
Attendance	Attendance for pupil premium children is in line with their peers.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD at different levels	EEF Pupil Premium Report Spending on improving teaching	1,2,3
Ensure excellent first quality teaching, to ensure fidelity to the programme. (Little Wandle)	Sutton Trust – research suggests that good teachers have the most direct impact on student outcomes., therefore train and support high qualified teachers.	1,2,3
Monitoring to ensure rigour and fidelity to the programme.	Research evidences fidelity and rigour to one programme leads to consistency and positive outcomes.	

Staff are trained in the NELI programme.	As above	1,2,3
Staff CPD on memory retention through using Rosenshines principles and low stake testing, so children learn more and remember more. £15,000	Rosenhine's Principle Swellers cognitive load theory	1,2,3
Teachers to identify areas for further development, appraisals with DHT using a coaching model to further improve practice x1 day weekly plus cover to release teachers £20,000	Sutton Trust – research suggests that good teachers have the most direct impact on student outcomes., therefore train and support high qualified teachers.	1,2,3
Support staff cpd and focused interventions	EEF Pupil Premium Report	1,2,3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £224,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase Little Wandle programme, including resources and books £8000	Missed learning has led to wider gaps which need to be addressed.	1,2,3
X2 phonic session daily in Year 1		
ETAs to deliver daily phonics keep up sessions	EEF Staff training in identifying gaps immediately and using keep up sessions to address the gaps.	1,2,3
Ensure there are class provision maps, detailing targeted interventions and	Clarity of what interventions and who they are delivered to for all children has supported teachers and leaders in having a good oversight into this.	1,2,3

support, as well as keep up sessions, X1 ETA per class across the school, half a day. X3 HLTAs x1 day each £211, 000	Ofsted research shows the importance of long-term memory. Sweller's Research – practice makes permanent, so that learning can stick.	
Purchase Times Table Rockstars £290	Discussion with children and family indicate this is a positive resource where children are able to challenge themselves and take pride in having their name on the TTRS display.	1,2,3
Purchase spag.dot £180	Evidence from previous years indicates this is a successful intervention for our children.	1,2,3
Story time books for every year group £5000	Story time books purchased to ensure depth and breadth of stories and poems pertinent for each year group, covering familiar writers, themes, diversity. Lack of effective story time at home, a daily story time at school provides children with good quality books and developing a love for reading.	1,2,3,4,5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £56,874

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staggered breaks and lunch times. Sports coach £5000	Discussions with staff and pupils and monitoring indicates that this has led to much calmer lunch times with staff able to provide more nurture and effective play. Feedback from children indicates that the coach challenges and	1,2,3,4,5
Attendance officer 15 hrs weekly £12,000	Attendance for pupil premium is lower than their peers. The officer will monitor attendance figures, contact parents, have meetings and make home visits. Similar activities for punctuality concerns.	5
ELSA £3000	Dedicated teaching assistant to lead on ELSA sessions for any child in need of an intervention	1,2,3,4,5
Breakfast Club Activity workers x4 £11,000	Daily breakfast (food provided by Huddersfield Town), provided for all pupil premium and other children in need of this club, so that no child starts the day hungry for food, and that they are in school on time.	1,2,3,4,5
Visits £6000	To ensure all pupil premium children are able to afford the wider experiences, the school will	1,2,3,4,5

Minibus x2 - £15000	fund half of the costs towards this. Discussion with families indicates that this has been instrumental in enabling them to pay for these visits. Using minibuses to ensure low-cost visits	
Musical instruments £4,874	Pupil voice indicates a real love and appreciation for being able to play a musical instrument. All children in Year 2 play chime bars and every child in KS2 learns to play the violin, with children in Y3,4,5 having one term each year. Every child has the right to learn a musical instrument.	1,2,3,4,5

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

£316,344

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Analysis from teacher assessments and against the local authority, data indicates the following for our pupil premium children.

Our pupil premium pupils achieved higher than the LA averages for both attainment and progress. The gap has narrowed for pupil premium children to their peers, with only 6% difference in RWM measure, in comparison to their KS1 data, which had 13% difference.

Subject	School PP	School All pupils	LA All pupils
Reading attainment	75%	82%	73
Reading progress	1.08	1.88	-0.2
Writing attainment	70%	80%	69
Writing progress	1.79	2.6	-0.2
Maths Attainment	74%	80%	69
Maths progress	2.06	3.07	-0.26
RWM attainment	70%	76%	59

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
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Literacy pathways	Literacy Pathways
Data analysis	Insight
Multiplication online application	Times Table Rockstars
Spelling, grammar and punctuation	Spag.com